

APPENDIX B
DEPARTMENT SELF-STUDY:
CURRENT STATUS; CRITICAL ISSUES AND STRATEGIC PLANS

The department shall provide a narrative, not to exceed 25 pages (shorter is encouraged), followed by appendices. The narrative shall be organized into two sections, and be supported by evidence, including the department's own learning outcomes assessment, as well as student surveys and program statistics.

Interdepartmental programs reviewed autonomously from any department shall also use this format. If an interdepartmental program is reviewed concurrently with a department, please use the format in Appendix C.

- I. Department current status and program effectiveness, including
 - A. Faculty research, scholarship, creative activity;
 - B. Graduate program(s);
 - C. Undergraduate program(s); and
 - D. Administrative staffing, equipment, and space.
- II. Critical issues and the strategies through which the department intends to address these issues within available or foreseeable resources.

The context for learning outcomes assessment is that of self-improvement and quality assurance. A department will not be judged on attainment of outcomes, the goal is to see a department using assessment to drive self-improvement of student learning. External reviewers may provide a useful perspective in developing additional suggestions for pedagogical or structural changes to improve student learning.

The self-study should be prepared in an electronic format (currently as a single pdf document, appropriately bookmarked). The document transmitted to the VPAA will be posted on a secured web site and made available to administrative and Senate members as appropriate for internal review and supplemental comments.

I. CURRENT STATUS

A. Research, Scholarship, and Creative Direction

Describe the present direction of the department's research, scholarship, and creative activity, addressing the following questions:

- What are the department's current particular intellectual strengths in relation to nationally ranked public and private research universities? Are there any unique aspects to the department?
- What entrepreneurial efforts has the department taken? Include activity to generate resources and cross-unit collaborations.
- How are faculty members mentored with respect to curricular, research and administrative issues?
- If applicable to the department, what are the objectives, philosophy, and vision for the postdoctoral program? Describe mentoring and advising provided by the faculty, and how the department assesses postdoctoral morale.

B. Graduate Program

Describe the present and planned philosophy of the graduate degree program, including designated emphasis, collaborative, or interdisciplinary programs, addressing the following:

- Is the department satisfied with the breadth, depth, and coherence of the curricular offerings? Are there any unique aspects of the graduate program?
- Describe the philosophy and structure of qualifying and candidacy examinations.
- What are the program learning outcomes of your graduate degree programs? Where are they published?
- Provide a brief description of the learning outcomes assessment process, including a multiyear assessment plan, references to assessment instruments provided in Appendix II (e.g., QE and dissertation defense rubrics), and a summary of the annual assessment findings regarding each of the program learning outcomes (as many as have been assessed to date). Comment on what the indirect evidence from the graduate student survey, such as students' self-reported competency levels and satisfaction with educational experience, indicates in terms of the strengths and weaknesses of the program. How do measures of direct evidence of student learning agree with indirect measures?
- Overall, how has program assessment (including all steps: defining the program learning outcomes, developing the curriculum matrix or rubrics, interpreting the findings) been used to guide improvement of the program? Provide at least one example since the last review of an improvement made to some aspect of the program's curriculum or course effectiveness.
- Describe the overall quality, size, and diversity of the graduate student cohort. What is the potential student capacity of the doctoral and/or masters programs? Is the size of the student cohorts (doctoral and masters) limited by financial support, by the numbers and quality of applicants, by available faculty resources for supervision, or by some other constraint?
- Describe the program's standards for a successful post-degree job placement, including possible non-academic placements.
- What are the department's conclusions regarding the graduate student survey?
- For graduate degree programs supported by Professional Degree Student Tuition (PDST), describe how the financial aid practices align with UC Regents policy on access and affordability.

For any offered designated emphasis or concentration, answer the following questions:

- Is the department satisfied with the breadth, depth, and coherence of the curriculum for each offered designated emphasis or concentration? For each concentration, what are its unique aspects?
- Are curricular offerings sufficient to meet the demand for each offered designated emphasis or concentration? What has been the demand for each offered designated emphasis or concentration?

C. Undergraduate Program

Briefly describe the philosophy and structure of the undergraduate program's core Bachelor's degree programs. How are minors and any honors, intensive majors, or combined majors related to the core degree programs? If there are defined concentrations within the major, explain their intended purpose and structure.

For each core Bachelor's degree program, answer the following questions:

- What are the program learning outcomes of the degree programs?
- Provide a brief description of the learning outcomes assessment process, including a multiyear assessment plan, references to assessment instruments provided in Appendix III (e.g., a capstone rubric), and a summary of the annual assessment findings regarding each of the program learning outcomes (as many as have been assessed to date). Comment on what the indirect evidence from the UCUES survey, such as students' self-reported

competency levels and satisfaction with educational experience, indicates in terms of the strengths and weaknesses of the program. How do measures of direct evidence of student learning agree with indirect measures?

- Overall, how has program assessment (including all steps: defining the program learning outcomes, developing the curriculum matrix or rubrics, interpreting the findings) been used to guide improvement of the program? Provide at least one example since the last review of an improvement made to some aspect of the program's curriculum or course effectiveness.
- What are the faculty's conclusions based upon the information provided in the undergraduate major (UCUES) survey?
- How are students advised and mentored for success in the program? What measures of student satisfaction or evidence of student learning do faculty use to monitor the effectiveness of the program?
- Please describe any other aspects of the undergraduate program, such as outreach, tutoring, internships, or other support activities, that the faculty believe contribute to student success in the program.

For any minor, major concentration, and combined major, answer the following questions:

- Is the department satisfied with the breadth, depth, and coherence of the curriculum for each minor, concentration, or combined major? For each concentration, what are its unique aspects?
- Are curricular offerings sufficient to meet the demand for each minor, concentration, or combined major? What has been the demand for each minor, concentration, or combined major?

D. Administrative Staffing, Equipment, and Space

Briefly describe the administrative support resources, including staffing, equipment, instructional technology, and space.

II. CRITICAL ISSUES AND STRATEGIC PLANS

The department should identify one to three critical issues that they plan to address during the coming review cycle. These issues may be ones that focus on aspects of the faculty research, graduate or undergraduate programs, including plans to start or end instructional programs, or may crosscut these categories. Examples of the latter would be to increase diversity throughout the department or to reorient the focus of the department to meet changes within the discipline.

The discussion should include two parts:

- 1) The identification of the problem, scope and ramifications of the issue, and supporting evidence; and
- 2) A strategy by which the department plans to address this issue.

Although the department should bear in mind the available resources, this is also an opportunity to present arguments for funding adjustments within available or foreseeable resources. Initiatives to generate external funding should also be presented. You may reference any actual planning documents, or proposals for new degrees that are included in appendix I.

APPENDICES

Unless noted, the department will provide Appendices I through III. The Office of Planning and Budget will coordinate or provide data for Appendix IV.

Appendix I – Overall Department Profile

- A. Link to a comprehensive faculty website address on the department home page, or a list of individual faculty links, that provides information on employment, education, current research focus, and recent published writings and creative activities for each Senate and recurring faculty member who has held an appointment in the past three years.
- B. Total departmental extramural research funding proposed and awarded (public and private) by year since the last review (typically six to eight years). The Office of Sponsored Projects (OSP) will provide a baseline report; departments may augment this report with data not captured by OSP.
- C. History of department chair appointments (at least since the previous review) and plans for succession.
- D. Department instructional workload policy.
- E. Course offerings over three years including course number and enrollments. Planning & Budget will provide a baseline report from the Seven Year Aggregated Course Enrollments report; the departments may choose to provide the same data in their own department preferred format.
- F. Faculty recruitment plan (intellectual areas, level of appointment, schedule).
- G. Previous review: external review report, campus closure report, and department mid-cycle report.

If applicable:

- Proposals pending for new degree programs and status.
- Accreditation self-study and review report.
- Postdoctoral fellows (unless incorporated into narrative text in section A): Sources of support (fellowships, external grants, other) and number of fellows by year since previous review.

Appendix II - Graduate Program Profile (for each autonomous degree)

- A. Graduate program and catalog copy website addresses.
- B. Graduate Major Profile, by area or cluster if relevant, 6 yr. history of doctoral and/or M.F.A. students, including thesis (and/or project) title, principal advisor; year degree was awarded, and job placement.
- C. Program learning outcomes curriculum matrix for each graduate program.
- D. Outcomes assessment rubrics (e.g., QE or defense).

Appendix III: Undergraduate Program Profile (for each autonomous degree)

- A. Undergraduate program and catalog copy website addresses.
- B. Program learning outcomes curriculum matrix.
- C. Outcomes assessment rubrics (e.g., capstone).
- D. Student distribution among programs not consistently captured in campus data systems such as bachelor/graduate programs, concentrations, honors and intensive majors.

Appendix IV: Statistics and Student Surveys

- A. Senate faculty historical roster and demographic distribution.
- B. Total enrollments and student/faculty workload ratio history.
- C. Senate faculty course load and enrollments history.
- D. Headcount majors and degrees awarded history summary totals.
- E. Headcount majors by degree program history, including declared and proposed.
- F. Gender and ethnicity by major.
- G. Graduate student support history.

- H. Graduate student recruitment history.
- I. Graduate student retention table.
- J. Graduate major survey.
- K. Undergraduate UCUES major survey.
- L. PDST or self-supporting programs most recent financial viability review, if applicable.